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ABSTRACT

The Users Manual for the Student Financial Aid Module of the Council for the Advancement of Small Colleges Planning and Data System (PDS) has been designed as a practical tool to be used primarily in conjunction with PDS participation. It is suggested that all small college administrators interested in the management and research of student financial aid will find it informative. The manual is divided into five major parts. Part I is an overview of the Student Financial Aid Module. Major needs and challenges facing small college financial aid administrators are explored and primary objectives and assumptions are outlined. In Part II the data collection process and instruments are described. Part III includes samples of the management information reports provided to data service users. Comparative data reports are also described, and special definitions critical to interpretation are reviewed. Through the use of a case history, data and procedural illustrations emphasize critical issues in the analysis, planning, and management of student financial aid in Part IV. A summary of principles and procedures is also presented. Appended are information on developing and testing the module, a list of information resources, and a glossary of terms. (Author/SF)

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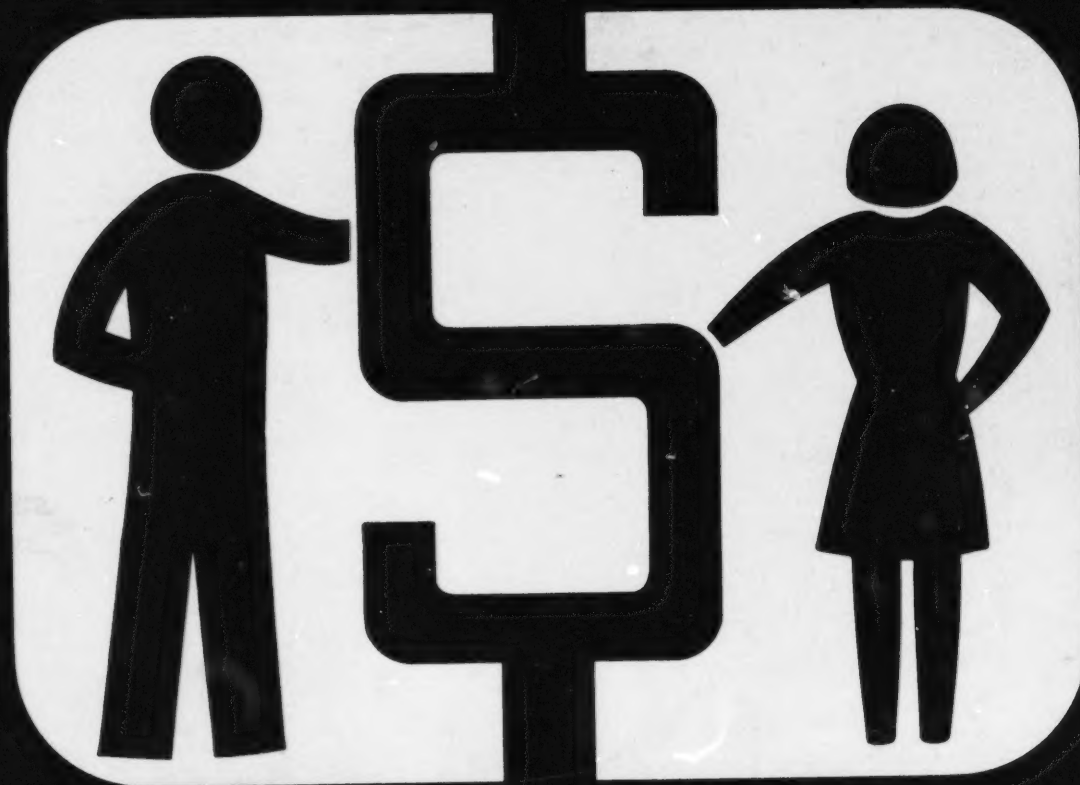
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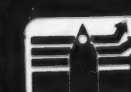
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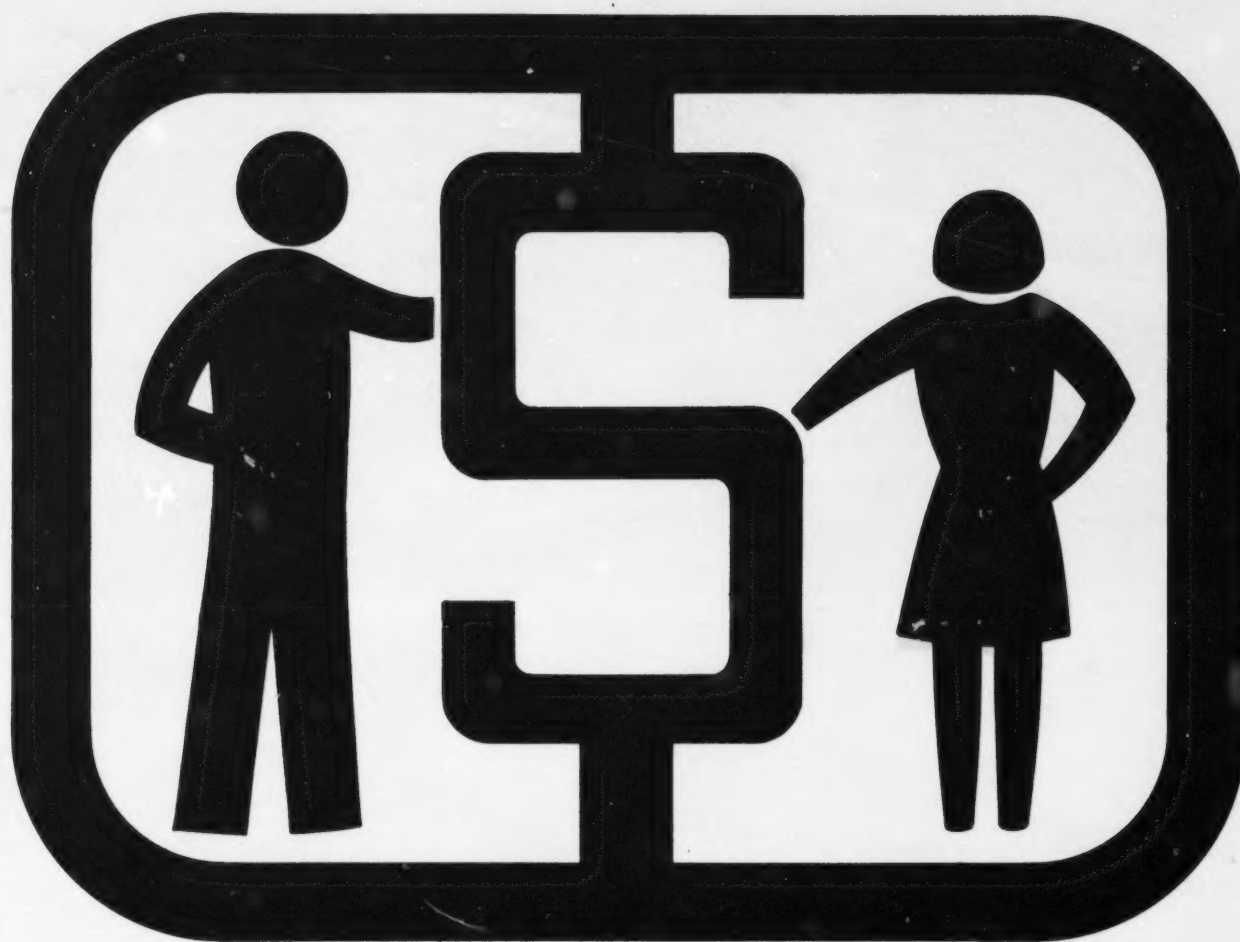
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USERS MANUAL
FOR THE
STUDENT FINANCIAL AID
MODULE
FIELD REVIEW EDITION

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*This field review edition is the result of the basic research and development activities that are described in the Appendix of this *Manual*. Users' suggestions are welcomed and will be considered in plans for revised editions.

PREFACE

Established in 1956, the Council for the Advancement of Small Colleges (CASC) provides practical programs that serve the nation's small colleges. These programs include the promotion of public understanding of small colleges and their value to American society; in-service development of faculty, administrators, and trustees; and the improvement of both management functions and teaching/learning processes.

The Planning and Data System (PDS) is CASC's most comprehensive contribution to improving management information systems and planning practices in small colleges. Generously funded by the Carnegie Corporation of New York over a five-year period, the PDS has included in-depth research by national and campus-based experts, pilot- and field-testing of new management information tools, and the implementation of planning and data services. The PDS offers the following distinctive features to administrators, faculty, and trustees:

- *The PDS has been designed to meet the needs of small colleges.*

The task forces that developed the 11 PDS modules consisted mainly of campus personnel from small colleges. Thus, the PDS grew out of task force experience and familiarity with real management information and planning needs. Also, pilot- and field-testing of the 11 modules in a representative institutional sample across the nation assured suitability to small college requirements.

- *The PDS includes both "hard data" and "soft information" capabilities.*

Nine of the 11 modules provide "hard" data:

- student recruitment
- student financial aid
- student attrition
- instructional program analysis
- faculty activity
- personnel and compensation
- library costs and services
- fund raising
- college goals and climate.*

Two modules feature "soft information" because existing methodology and theory do not permit the design of statistical and fiscal systems:

- a marketing approach to program development
- student learning outcomes.

*Provided by CASC in cooperation with the Educational Testing Service, Princeton, New Jersey.

■ *The PDS is a comprehensive system that has interdependent components.*

Each of the 11 modules can be used independently to deal with a specific institutional concern, such as student attrition, or the modules can be linked in ways that deal with a larger set of concerns. For example, student recruitment, student financial aid, and student attrition modules can be used to complement each other for a synergistic effect. Used in this manner, the PDS can provide important new insights into *systemic* relationships among closely related college operations. Also, college personnel may wish to use all 11 PDS modules over a period of time to identify and resolve comprehensive institutional problems.

■ *The PDS delivers planning and data services in four ways.*

- First, each of the 11 modules includes a users manual. The manual is not intended to be a comprehensive statement on an entire area of concern but, rather, a guide to the use of new tools that have been developed for the PDS. The manual describes what these tools are, what they are intended to do, and how the information derived from them might be used.
- Second, *each* of the 9 "hard data" modules provides a CASC data service that includes a data collection instrument, data element definitions appropriate to small colleges, a centralized computer processing center, and management information reports that display a college's own data, as well as *anonymous comparative data* from other small colleges across the nation.
- Third, through the CASC National Consulting Network the PDS provides, at a modest cost, on- and off-campus workshops and consultations on the interpretation and use of the information gained by participating in the PDS.
- Fourth, colleges can contract with CASC for the development of a comprehensive and continuing planning and management system (data and process) suited to institutional needs. This *comprehensive service* includes diagnosis, design, scheduling, implementation, use, support, and evaluation.

■ *The PDS generates important new national information on small colleges.*

Small independent colleges using the CASC data service contribute to the continuous building of a first-time national data base that is designed to be used in two ways: (1) to provide participating colleges anonymous comparative information in new descriptive categories (i.e., size, region, racial composition, endowment) as volume in the data base permits; and (2) to influence public policy at the state and federal levels.

Additional information about the CASC Planning and Data System may be obtained by contacting:

COUNCIL FOR THE ADVANCEMENT OF SMALL COLLEGES
Planning and Data System
One Dupont Circle, Washington, DC 20036
(202) 659-3857

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Contributions to the Student Financial Aid Module of the CASC Planning and Data System (PDS) were made by many individuals and agencies. A series of CASC projects, described in the Appendix, involved a number of people who shared the responsibility of analyzing needs, developing concepts, and designing data techniques that have evolved to be the PDS.

The Student Financial Aid Task Force of the CASC Research and Management Project (RMP) built on the work of the earlier projects and designed and tested the material in this Module. Task Force Chairman Fred K. Robinson, of McKendree College, is recognized for many of the initial concepts and for his work in designing the instrument and developing formulas for data computation. David Gyertson, of CBN University and formerly of Spring Arbor College, served as co-chairman and assumed major responsibility for testing the data tools and developing this *Manual*. Walter North, of Knox College, was a leader in identifying the major issues of financial aid administration and in designing the Module.

Appreciation must be expressed to Carol Van Alstyne, director and chief economist of the Economics and Finance Unit of the American Council on Education (ACE) for her advice and support. Sharon L. Coldren, also of ACE, provided valuable suggestions on pilot-testing the Module from her broad experience in the field.

The following agencies played a major role in the development of the bibliography of Resources for Information on Financial Aid Administration: the National Association of Independent Colleges and Universities (NAICU), the National Association of College and University Business Officers (NACUBO), the College Entrance Examination Board (CEEB), the National Association of Student Financial Aid Administrators (NASFAA), and the Basic Grant Training Project. Significant assistance was also received from the Clearinghouse on Higher Education of ERIC. We especially appreciate the help of Margot Sanders Eddy, ERIC research assistant.

William A. Shoemaker, CASC Vice President for Research and designer and director of both RMP and PDS, is the general editor of this *Manual*. Denise S. Podar, administrative assistant, assisted in developing the data collection packet, in coordinating data processing procedures, and in preparing this *Manual* for publication.

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INTRODUCTION

The *Users Manual for the Student Financial Aid Module* of the CASC Planning and Data System (PDS) has been designed as a practical tool to be used primarily in conjunction with PDS participation, although all small college administrators interested in the management and research of student financial aid will find it informative and useful. The Manual is subdivided into five major parts.

Part I is an overview of the Student Financial Aid Module. Some of the major needs and challenges facing small college financial aid administrators are explored. Primary objectives and basic assumptions are outlined, and the three components of the Module are described. Additionally, the Module's expected benefits and its relationships to other modules of the PDS are shown.

Part II outlines the data collection process and instruments. More specific instructions can be found in the data collection packet that is provided for college personnel when they participate in the CASC data service.

Part III includes samples of the management information reports provided to data service users. Comparative data reports are also described, and special definitions that are critical for interpretation are reviewed.

Part IV helps college personnel to make the most effective use of this Module, along with other related modules of the PDS. Through the use of a case history, data and procedural illustrations emphasize critical issues in the analysis, planning, and management of student financial aid. A summary of principles and procedures is also presented.

The Appendices provide information of interest and assistance to some readers. In Appendix A, the original research, development, and testing of the materials for the Module are described, and some rationale for the particular methodology used is reviewed. Appendix B lists selected literature in the student financial aid field and suggests other sources of information. Appendix C presents a glossary of terms and acronyms used in the Student Financial Aid Module.

The *Manual* is organized to help the user select sections according to his interest. For example, a college president or other top-level administrator may be primarily interested in the Module overview in Part I and in the general management suggestions in Part IV. Those responsible for data collection will carefully note Part II, and the department head or area administrator responsible for using data will be particularly concerned with the suggestions and data descriptions in Part III. Finally, a person who wants to know how and why the materials were developed as they now exist will want to read Appendix A.

PART I

THE STUDENT FINANCIAL AID MODULE

A. Student Financial Aid: Needs and Challenges

Student financial aid may be one of the least understood programs on college and university campuses. The complexity of aid administration and the rapidity with which local, state, and national programs change have made it difficult to understand. Likewise, the lack of basic philosophic and administrative principles has caused confusion in the minds of both financial aid directors and their supervisors. For example, one might question whether financial aid is a student personnel program or a business office function. Perhaps the most pressing question in this area of college administration is how financial aid affects several other college functions, including the long-term vitality of the total institution.

The analysis and planning of the financial aid program may have a far greater influence on institutional survival than was previously recognized. Steady-state student enrollments and only limited increases in financial resources have alerted many administrators to understand the relationship of student financial aid to such critical areas as new student admissions, retention, and long-range budget planning. Also, administrators have begun to ask critical questions about the relationships among student financial aid and unfunded aid, net revenue, unmet needs, and dependency on government. The PDS Student Financial Aid Module helps colleges to address these and other issues.

B. Objectives of the Module

The overall purpose of the Student Financial Aid Module is to provide data, principles, and a recommended process through which the critical issues of college aid programs can be identified, understood, and resolved. More specifically, the objectives of the Module are:

1. to identify the data elements and configurations of financial aid information that appear to be necessary to the operations of the financial aid office;
2. to provide a reliable and uniform data base with which colleges can compare their operations and to assist in the analysis, planning, and administration of student financial aid programs on small college campuses;
3. to examine some of the more pressing questions regarding the management of student financial programs, such as:

- a) What percentage of tuition is actually realized as net revenue for the institution?
 - b) What percentage of the student body receives unfunded aid?
 - c) What are the relationships among the various *types* of student financial aid (e.g., scholarships, loans, work study) in the total aid budget?
 - d) What are the relationships among the various *sources* of student financial aid (e.g., federal, state, institutional) in the total aid budget?
 - e) What is the per-student cost of operating the financial aid office?
 - f) What percentage of the total student need is being met by existing aid programs?
4. to identify other major issues in student financial aid administration that need research and analysis; and
 5. to present sources of information that are available to assist in the management of student financial aid programs.

C. Some Basic Assumptions About Financial Aid

The key principles and operating assumptions that are basic to an effective student financial aid program are the foundation of this Module's design. These principles and assumptions are as follows:

1. Accurate records, readily accessible and functionally displayed, are central to the planning, analysis, and administration of a student financial aid program.
2. A comprehensive management information system, which includes readily accessible and understandable data on *all* critical areas of the college (including financial aid), is essential for total institutional planning.
3. A campus-wide consensus and commitment is necessary on such basic issues as providing every eligible student with sufficient and appropriate financial assistance to make study at the institution competitively attractive and financially feasible.
4. An effective financial aid operation is one that maximizes student aid assistance while minimizing the burden on the annual budget, and on tuition revenues in particular, to provide that assistance.

5. Policy decisions in financial aid are made on the basis of an understanding of the relationships among financial aid and student retention, admissions, and alumni support.
6. Decisions relative to the composition of aid packages and the distribution of aid dollars are of *critical* importance; policy should be established by a committee representative of the college community rather than solely by the aid officer.
7. Planning and projections for student financial aid are best made in concert with overall institutional goals and projections, taking into account local, regional, national, and constituent trends in aid funding and student need levels.

D. Components of the Module

Three major components make up the Student Financial Aid Module: data service (data collecting, processing, and reporting), a *Users Manual*, and workshops and consultation services.

1. Data Service

The data service assists a college in collecting and displaying information on financial aid that will enable it to improve analysis and management of its aid program. The service includes a data collection instrument, data element definitions, a central data processing center, an individual college report, and a comparative report based on anonymous data from other colleges using the data service.

As the size of the data base grows, the comparative information will be reported according to institutional size, geographic region, the size of tuition, endowment, and co-ed/single sex.

CASC's central data processing capability provides any college purchasing the data service a management information system (MIS)* report *without* the extensive expenses (system design, software, hardware, personnel) usually required to implement an on-campus data capability of this type.

2. Users Manual

The second major component of the Student Financial Aid Module is this *Manual*. It is a general guide to the Module that describes the data collection instruments and processes, illustrates the data reports, and suggests how to analyze and interpret the data. In short, it is the blueprint for helping college personnel develop an efficient and effective financial aid program.

*MIS (management information system) refers to an integrated set of management data reports that relate to various areas and functions of an organization.

3. *Workshops and Consultations*

In addition to the data service and *Users Manual*, workshops and consultations are available. Colleges desiring such assistance in analyzing financial aid and developing an effective program have access to these services.

National and regional workshops that focus on the stated needs of participants are held periodically. Likewise, individualized, on-campus workshops can be arranged to deal with specific program development and personnel needs.

Specialized consulting services are available through the CASC National Consulting Network (NCN). Consultations can be arranged for assistance in any stage of analysis and program development: to oversee the entire process, to coordinate the use of several modules for greater institutional impact, or to deal with total institutional planning with a possible special emphasis on this or any other module.

E. Benefits to Colleges Using the Student Financial Aid Module

Benefits that will be realized through the use of this Module include the following:

1. an awareness, through the process of completing the data forms, of records and systems needed to manage a student financial aid program,
2. improved institutional plans and projections of the financial aid program,
3. better decision making about policies and programs in financial aid and their impact on admissions, retention, and budget planning,
4. an increased sensitivity to the sources and types of financial aid and the college's relative dependence upon each, and
5. a broader institutional awareness of the importance of financial aid to both the short-term and long-range fiscal stability of the college.

F. Relationship to Other Modules of the CASC Planning and Data System

A basic concept of the PDS is that all 11 modules can be used either independently or in combination to increase both insight and impact.

Some evidence indicates that the timing, amount, and contents of the student financial aid package can have a significant impact on a college's student recruitment program. Exploring these interrelationships by using more than one module can be a very worthwhile activity.

A college that is analyzing its financial aid policies and programs might also want to examine the magnitude, pattern, trends, and causes of student attrition. Although providing financial aid is a time-honored method of retaining students, this means of reducing student attrition places a heavy burden on the aid program. If the college is attractive to students for reasons other than financial aid, the amount of college resources being used for this purpose can be reduced.

Likewise, perhaps a better understanding of the student "market" served by the college would help in the design and evaluation of the financial aid program. The marketing module suggests tools and methods that a college can use.

Cost analyses of academic programs and student services might suggest a redistribution of limited resources that should not be undertaken without considering possible implications for the financial aid program (e.g., special grants to students enrolling in a new program or aid reduction to students in high-cost programs).

Financial aid policy decisions probably influence, and should be influenced by, many more college administrative functions than are usually considered. Other modules of the PDS are designed to provide the data that can be used in identifying and analyzing the inter-modular or systemic issues. Such related data can be used to affect financial aid program design, as well as the general vitality of the college.

PART II

DATA COLLECTING AND PROCESSING

A. Introduction

The PDS data services provide colleges with management information system (MIS) reports designed specifically by and for small college personnel. Practical application was the primary guideline used in their development. The MIS reports are derived from data generated by the participating college, using a data collection instrument and a processing schedule that are the basic components of this Module.

A centralized CASC data processing capability was developed because many colleges do not have the equipment, personnel, or time to design, install, and refine a computer system. However, even colleges with sophisticated computer centers use the PDS because of (1) its low cost, (2) its immediate availability, (3) its comparative data capability with other small colleges, (4) the supporting components of the module (users manual, workshops, and consultations), and (5) the interdependence of each module with others in the system.

B. How To Use the Data Service

Basic steps are to be followed in using the PDS data service:

1. Determine the suitability of the service to the needs of the college by reviewing the *Manual* or the introductory packet;
2. Complete the order form (enclosed — or call CASC at 202-652-3857), and return it to the CASC office with the participation fee;
3. Receive a data collection packet from the PDS office;
4. Submit the completed data forms to the module coordinator for processing; and
5. Receive the MIS report and evaluation form from the module coordinator.

C. The Data Collection Packet

The data collection packet has three parts:

1. *Introduction* – general instructions needed to collect data
2. *Data collection instrument and definitions*, in 5 sections –
 - a) institutional identification information
 - b) specific instructions
 - c) general institutional information
 - d) general financial aid information
 - e) financial aid source and program information
 - 1) federally funded/administered programs
 - 2) state funded/administered programs
 - 3) institutionally funded/administered programs
3. *Processing schedule* – an overview of the activities used in the collection, processing, and reporting of the data.

D. Data Element Definitions

To ensure comparability of reporting with other small colleges, each participating college must use the data element definitions provided. Wherever possible, these elements are compatible with the federal financial aid tri-part application, HEGIS codes, and other generally accepted accounting definitions. Where variations are necessary, special explanatory notes are included.

E. Processing

The data on the completed instrument are processed at a computer center under the supervision of a CASC-designated module coordinator. As the technical liaison between the user college and the processing facility, the coordinator receives the completed instrument directly from the college, reviews it for clarity and institutional consistency, contacts the college if problems exist, and forwards the data to the processing center. He can be reached by telephone if a participating college has questions on data element definitions or processing schedules.

PART III

CALCULATIONS AND REPORTS

A. Introduction

Part II described in general terms the data collecting and processing activities of the CASC PDS. After participating college personnel have submitted the data forms according to instructions in the packet, they receive their individual college report and a comparative report based on data from other participating colleges. Part III of the *Manual* provides detailed descriptions of these reports.

B. Special Notes and Definitions

The comparative reports are designed to preserve completely the anonymity of each participating college. One of the unique features is the use of "financial student FTE" in calculations, rather than the "academic FTE" traditionally used by colleges and by most other modules of the PDS. It was the consensus of the Module design task force that "financial FTE" has more relevance and application to financial aid administration and planning than does the commonly used academic FTE. The financial FTE is determined by dividing the total tuition dollars by the annual tuition cost for a full-time student. The result is a figure which represents the total number of *financial full-time equivalent students*. This number permits more accurate and useful figures for internal fiscal decisions and comparative information regarding financial aid. It is less affected by part-time students, differential pricing, and other variables influencing a college-wide analysis of the financial aid program.

The Module has been designed specifically to clarify the categories designated as "funded" and "unfunded" aid. "Unfunded aid" is used to designate those aid programs that must be supported out of the college's own resources. Given this definition, unfunded aid is derived from tuition revenues. It is also reported as a percentage of tuition revenue.

C. Institutional and Comparative Reports

Data collected from the forms submitted by participating colleges and processed in the CASC PDS center are displayed to address the following "critical issues":

1. the percentage of tuition actually realized as net revenue for the college (Table 1),

2. the percentage of the student body receiving unfunded aid and the comparative degree of dependence on unfunded aid programs (Table 2),
3. the relationships among the various *types* of student financial aid and the total aid budget (Table 3),
4. the relationships among the various *sources* of student financial aid and the total aid budget (Table 4),
5. the per-student cost of operating the financial aid office (Table 5), and
6. the percentage of total student need being met by existing aid programs (Table 6).

The report categorizes the comparative information from other small colleges as the national data base permits, according to such categories as:

1. size of the student body,
2. HEW administrative region of the country,
3. tuition level,
4. institutional type (e.g., type of control, racial predominance, co-ed/single-sex), and
5. size of endowment (per FTE student).

Financial aid data can be extracted, processed, and displayed to address other issues and problems an individual college might be facing; for example, the analysis of policies and practice related to student aid (funded and unfunded) by student major, geographic region, student career goals, and class. Consultation resources available through the PDS and National Consulting Network (NCN) can help college administrators to identify and examine these and other issues peculiar to their institution.

The data in the tables shown in this Manual, while illustrative of small independent colleges, are entirely hypothetical. Up-to-date reports of actual comparative data are available to colleges that use the data service. User colleges can be confident that their data are truly comparative because all participants will have used the same data element definitions provided in the data collection packet.

The actual MIS reports that are received by colleges participating in the data service have a different format from the tables included in this section of the *Manual*. Individual college data are presented here in parallel to illustrate the origin and usefulness of the data base. The MIS reports actually received by data service participants categorize the information from all colleges in the data base and present it in a format that enables the individual college user to compare its own data with that of other participating colleges.

TABLE 1
AMOUNT OF ANNUAL TUITION PER FTE STUDENT
REALIZED AS INSTITUTIONAL REVENUE

College I.D. Code	Financial FTE	Annual Tuition Rate Per FTE Student	Average Net Tuition Per FTE Student	Unrealized Tuition Per FTE Student	% of Tuition Revenue Realized
7677.1	403	\$2500	\$2050	\$450	82%
7677.2	1523	1350	1350	0	100
7677.3	565	2310	2243	67	97
7677.4	603	1885	1812	74	96
7677.5	330	1840	1423	412	78
7677.6	1367	4830	4173	657	86
7677.7	1517	700	700	0	100
7677.8	1090	2300	2200	100	96
7677.9	1337	1192	1128	64	95
7677.10	818	2900	2494	406	86
RANGE: FROM	330	\$ 700	\$ 700	\$ 0	78%
TO	1523	4830	4173	657	100
MEAN	955	2181	1958	223	92

TABLE 2
UNFUNDED AID: COMPARATIVE PROFILE OF STUDENTS
RECEIVING UNFUNDED AID AND
INSTITUTIONAL DEPENDENCE ON UNFUNDED AID PROGRAMS

I.D. Code	Financial FTE	No. of Students Receiving Unfunded Aid	Total Student Headcount	% of Student Body Receiving Unfunded Aid	% of Tuition Used for Unfunded Aid	% of Total Aid Unfunded
7677.1	403	145	512	28%	18.0%	38.0%
7677.2	1523	*	1056**	*	*	*
7677.3	565	20	592	*	3.0	4.0
7677.4	603	195	728	27	4.0	4.0
7677.5	330	209	409	51	22.0	29.0
7677.6	1367	710	1836	39	14.0	39.0
7677.7	1517	*	730**	*	*	*
7677.8	1090	179	1405	13	4.0	6.0
7677.9	1337	324	2091	18	5.0	7.0
7677.10	818	242	954	25	14.0	22.0
(* indicates that institution could not provide data from its current record system)						
(** figure displayed but not used in any calculations for this table)						
RANGE: FROM	330	20	409	3%	3.0%	4.0%
TO	1523	710	2091	51	22.0	39.0
MEAN	955	259	1066	26	10.5	18.6

TABLE 3
A COMPARISON OF THE RELATIONSHIPS AMONG
THE VARIOUS TYPES OF FINANCIAL AID

I.D. Code	Financial FTE	Total Financial Aid Budget	Grants and Scholarships	Work Study and Employment	Loans	Other Aid	% Grants and Scholarships	% Work Study & Employment	% Loans	% Other Aid
7677.1	403	\$ 484,499	\$ 293,420	\$ 35,962	\$150,349	\$ 4,768	61%	7%	31%	1.0%
7677.2	1523	868,662	493,923	99,808	284,931	0	56	11	33	0
7677.3	565	952,884	415,382	155,075	385,427	0	44	16	40	0
7677.4	603	1,112,528	862,348	96,969	153,211	0	77	9	14	0
7677.5	330	467,305	292,506	39,919	128,845	2,040	63	8	28	.5
7677.6	1367	2,291,291	1,567,558	314,298	409,435	0	68	14	18	0
7677.7	1517	383,397	244,749	19,094	68,666	0	63	18	19	0
7677.8	1090	1,795,376	1,181,826	221,363	382,137	0	67	12	21	0
7677.9	1337	1,246,794	1,151,367	19,074	75,253	0	92	2	6	0
7677.10	818	1,518,404	1,069,956	231,836	203,012	13,600	71	15	13	1.0
RANGE:										
FROM	330	\$ 383,397	\$ 244,749	\$ 19,094	\$ 68,666	\$ 0	44%	7%	6%	0 %
TO	1523	2,291,291	1,567,558	314,298	409,435	13,600	92	18	40	1.0
MEAN	955	1,112,114	758,369	128,429	224,576	2,041	66	11	22	.3

TABLE 4
A COMPARISON OF THE RELATIONSHIPS AMONG
THE VARIOUS SOURCES OF FINANCIAL AID

I.D. Code	Financial FTE	Total Financial Aid Budget	Total Federal Aid	Total State Aid	Total Institutional Aid	Total Restricted Institutional Aid	Total Institutional Funded Aid	% Federal Aid	% State Aid	% Institutional Aid	% Restricted Aid	% Institutional Funded Aid
7677.1	403	\$ 484,499	\$168,561	\$131,465	\$ 202,782	\$ 9,008	\$ 193,754	31	26%	41%	2%	39.0%
7677.2	1523	868,662	581,933	165,550	121,219	102,751	18,468	87	19	14	12	2
7677.3	565	952,884	296,431	415,187	244,766	117,289	127,477	31	43	26	13	13
7677.4	603	1,112,528	534,031	341,836	236,661	143,572	133,258	48	31	21	13	9
7677.5	330	467,305	258,662	42,140	166,503	2,126	166,253	55	9	38	.5	35.5
7677.6	1367	2,291,291	753,066	214,093	1,324,132	28,837	1,095,295	33	9	59	10	48
7677.7	1517	383,397	234,441	50,730	133,716	9,226	62,000	64	13	23	7	16
7677.8	1090	1,795,376	644,891	813,439	37,000	102,973	234,073	36	45	19	6	13
7677.9	1337	1,246,794	949,514	190,119	56,921	6,505	91,516	76	16	8	.5	7.5
7677.10	818	1,518,404	363,631	56,500	591,373	47,604	543,769	24	37	38	3	36
RANGE:												
FROM	330	\$ 383,397	\$168,561	\$ 42,140	\$ 89,226	\$ 1,250	\$ 18,468	31%	9%	8%	.5%	2%
TO	1523	2,291,291	949,514	813,439	1,324,132	228,837	1,095,295	76	45	58	13	48
MEAN	955	1,112,114	478,316	293,710	341,171	78,685	262,486	47	25	29	7	22

TABLE 5
COMPARISON OF PER STUDENT COSTS IN OPERATING
A STUDENT FINANCIAL AID OFFICE FOR FISCAL YEAR

I.D. Code	Financial FTE	Annual Cost to Operate Office	No. of Students Applying for Aid	No. of Student's Awarded Aid	Cost/Student Applying for Aid	Cost/Student Awarded Aid
7677.1	403	\$13,750	240	226	\$57	\$61
7677.2	1523	30,000	680	600	44	50
7677.3	566	*	*	*	*	*
7677.4	603	*	*	*	*	*
7677.5	330	*	*	*	*	*
7677.6	1367	40,495	1300	878	31	46
7677.7	1517	8,840	45	416	19	21
7677.8	1090	26,756	50	843	28	32
7677.9	1337	32,181	1000	885	32	36
7677.10	818	22,471	862	652	27	36
(* indicates institution could not provide data from current record systems)						
RANGE: FROM	330	\$ 8,840	240	226	\$19	\$21
TO	1523	40,495	1300	885	57	61
MEAN	955	25,072	784	643	34	40

TABLE 6
COMPARISON OF STUDENT NEED LEVELS BEING MET
BY EXISTING STUDENT FINANCIAL AID BUDGETS

I.D. Code	Financial FTE	Total Need Level of Student Body	Total Financial Aid Being Supplied to Meet Need	% of Student Need Met by Financial Aid Budget
7677.1	403	\$ 585,000	\$ 484,499	83%
7677.2	1523	1,500,000	868,792	58
7677.3	565	1,585,124	983,884	60
7677.4	603	*	1,112,528**	*
7677.5	330	*	467,305**	*
7677.6	1367	4,117,100	2,291,291	56
7677.7	1517	398,734	383,397	96
7677.8	1090	1,926,985	1,795,367	93
7677.9	133	*	1,246,794**	*
7677.10	818	1,786,358	1,518,404	85
(* indicates that institution could not provide data from current record system)				
(** figure displayed but not used in any calculations for this table)				
RANGE: FROM	330	\$ 398,734	\$ 383,397	58%
TO	1523	4,117,100	2,291,291	96
MEAN	955	1,699,900	1,184,935	76

PART IV

USING THE MODULE FOR MANAGEMENT AND PLANNING

A. Introduction

Parts I-III of this *Manual* have presented an overview of student financial aid, outlined objectives and components of the Module, listed basic assumptions and benefits, and have described the data collection processing and reports. Part IV illustrates how the data and other components of the Module can actually be used in the analysis, planning, and management of a student financial aid program.

Section C of Part I identified some key principles for the operation of a "successful" financial aid program. The Module design task force felt that these principles are central to the development of an aid program that is both *efficient* in its operations and use of resources and *effective* in its service to the college and student body.

This section of the *Manual* illustrates how the information from the Student Financial Aid data service can be applied to identify, clarify, and resolve critical issues in aid administration. A few of the more pressing issues are illustrated in the case study below, followed by a summary outline of key principles and the process.

B. Case Study: Exemplar College

1. The Institution

Exemplar College might be described best as a typical liberal arts college located in a small mid-western town. Founded 150 years ago, it has developed and grown in ways that have earned the respect of the local community and other colleges and universities in the region. The size of its co-educational student body peaked at 1,000 several years ago, with current enrollment fluctuating between 925 and 975.

The "steady state" now being experienced by Exemplar College has created significant financial problems. The college's tuition is above the average of those institutions with which it competes for students, and fund-raising revenues have not kept pace with a rising operating budget. The gap between tuition revenues and actual costs to educate a student has increased steadily over a three-year period; and, while the admission of new students has been steady, the rate of attrition has grown to a point of substantial concern. Faculty are increasingly vocal about the apparent lack of fiscal resources to maintain what they term a "quality educational program."

The board of trustees, concerned about the college's future, mandated a total evaluation aimed at identifying and solving current problems. They directed the president to initiate a "comprehensive program of evaluation and improved management that will result in a workable long-range plan to guarantee the college's vitality in the years ahead." It was clear that the board wanted much more than mere financial survival.

The president responded to the board's mandate by asking each administrative department head to submit an extensive evaluation of his area, a list of goals and objectives for a five-year plan, and a description of other problem areas in the college that affected his departmental operations.

As the department heads began to comply with the president's directives, their lack of interdepartmental coordination and communication became readily apparent. The president was surprised and for the first time he realized the necessity of campus-wide coordination if Exemplar College were to retain educational quality and financial stability. The problem was definitely larger and more complex than he had originally thought. In fact, it appeared that outside help might be necessary to conduct the thorough analysis that was obviously needed. To resolve extremely complex interdepartmental conflicts would require solid information and a reasonably objective perspective.

The president was further surprised to learn that the office of student financial aid was not as free of criticism as he had believed. "The director has been doing an admirable job," he thought. "She is the only one who seems to understand the complexities of financial aid." However, the criticisms and concerns voiced by other administrators could not be ignored. It had become apparent that many persons concerned with the college's administrative health felt critical of, or had different opinions on, the student financial aid program.

The academic dean alleged that far too much tuition revenue was being spent for non-academic purposes, such as institutionally-funded aid, and that this revenue-drain was reducing the level of educational and general dollars being spent on the academic program.

The director of admissions felt he had a problem with financial aid, too, indicating that his staff was having difficulty recruiting students because Exemplar College's competition was able to offer better aid packages.

Likewise, the dean of students, responsible for analyzing and improving the college's retention rate, indicated that those students with whom he talked prior to their leaving Exemplar said that finances were a major factor in their decisions.

The development officer also had an opinion regarding financial aid. He felt strongly that alumni were not giving greater gifts because of large debts they had incurred during their college years. He thought that a different way of packaging aid would result in improved alumni giving.

The business manager also had questions. He was concerned about the high operating costs of student services and suggested that the financial aid office might be over-staffed.

Each of these administrators viewed the problem from his own perspective, and each voiced a valid concern. The difficulty, of course, was how to synthesize and analyze objectively the various grievances, all of which were expressed sincerely and all of which were grounded in real, not imagined, conflicts within the college administration.

In a discussion with the president and financial aid officer, the director of institutional research mentioned a management data service available through the CASC Planning and Data System. He had learned that one of the system's modules dealt with financial aid. After reviewing the Module's objectives and finding parallels to Exemplar College's needs, the administration contacted CASC and requested the data service.

As the financial aid director completed the data collection form according to stipulated definitions, insights began to emerge. For example, she gained new ideas on how to improve the format of records maintained in the aid office. The most significant idea, perhaps, concerned the new summary data for each fiscal year on such items as the number of students assisted through the various types and sources of financial aid and the total assessed need level of the student body. She discovered that making a few changes in her record system could significantly benefit the college in the analysis and development of the financial aid from year to year.

With the assistance of the director of institutional research and a consultant hired through the CASC National Consulting Network (NCN), the financial aid director was able to use the PDS reports to do a thorough analysis of the college's aid program and to provide information that addressed the concerns of her colleagues.

The dean's complaint was analyzed; the question focused on the amount of unfunded aid that a college should provide. Exemplar College, shown as ID code #7677.10 in Table I, netted 86% of its tuition revenues for institutional operations compared to the mean of 92%. Table 2 indicates that 25% of Exemplar College's student body received institutionally-funded aid as compared to the mean of 26%. Table 2 also reveals that 22% of the total aid given to Exemplar College students was funded out of institutional resources as compared to the mean of 18.6%. (These national data would, of course, be checked against both regional data and that from other colleges of the same size, type, etc. — see Part III-C.) Based on this information, the dean's criticisms and concerns were recognized as valid. The president and financial aid director would, therefore, consider reducing the amount of total financial aid funded by the institution.

Table 4 shows that the college received 24% of its financial aid from federal sources, compared to the mean of 47%. This table also indicates that only 3% — compared to the mean of 7% — of the institutional aid was gleaned from outside gift aid and endowments. Four recommendations resulted from analyses on the question of what proportion of tuition revenues should be used for unfunded aid:

1. Federal tri-part application and appeal processes should be carefully reviewed in an attempt to increase the level of federal aid funding. (The consultant was able to make some suggestions that are expected to help in this area.);
2. The development office should consider the design and implementation of a special appeal for support of scholarships — which some donors find to be attractive;

3. Analyses should be done on related questions and programs before actual reductions in unfunded aid are made. (Several indicators are not far from the mean, and distinctive needs of the college constituency may be reflected in the issue raised by the student recruiters.);
4. Consideration should be given to the use of other PDS modules to examine the dean's question from other perspectives (e.g., Personnel and Compensation Module, Fund Raising Module, etc.).

The question raised by the admissions office centered around the quality and attractiveness of aid packages. The admissions director was pressed to define more specifically what he meant by "better" aid awards. "Better" was interpreted as having:

- a) higher level of assessed need met by the award, and
- b) a higher percentage of the award package consisting of scholarships and grants.

Since the admissions director felt that Exemplar's competition met a higher level of student need while offering less loan and work money in comparison to that which was offered to the students he recruited, Tables 3 and 6 were examined for data pertinent to these concerns. Table 6 clearly shows that Exemplar College actually met a significantly higher amount of assessed need than did the competition: 85% of student need levels were met compared to the mean of 76%. The information displayed in Table 3 shows that 71% of Exemplar's aid packages consisted of grants and scholarships, compared to a mean of 66%. While Exemplar did use slightly more student employment (15% compared to the mean of 11%), only 13% of the aid package was composed of loans, as compared to the mean of 22%.

The conclusion drawn from this analysis might be that Exemplar College's aid program should not necessarily be a hindrance to student recruitment. The consultant did make the following suggestions, however:

1. The communication between prospective students and the financial aid office should be analyzed to ensure that students are receiving maximum information simply and quickly.
2. The admissions office should make full use of the PDS Student Recruitment Module to identify other areas that might contribute to the new student enrollment question.
3. Exemplar College should give serious thought to using the PDS marketing module to address the needs and desires of the college's academic market place. Does the admissions office have something to "sell" to the current constituency? Is the "pricing" right?

Student retention and attrition was the third area in which a question was raised. The dean of students had suggested that many students left the college for financial reasons. Again making use of Table 6, the major reasons for student attrition were considered. Since 85% of student need levels were met, 9% above the mean, it did not appear that Exemplar's students should be having major financial problems. As previously noted, loans and work did not appear to be used excessively in financial aid packages. The resulting recommendation was that the retention and attrition question should be thoroughly addressed through the use of:

- a) more in-depth interviews with existing students,
- b) the PDS module on student attrition, and
- c) the PDS module on campus goals and climate.

The development office's contention that excessive loan obligations were a major factor in poor alumni giving had already been discounted by previous considerations of Table 3, if Exemplar College's problem was thought to be worse than that of other colleges. It was recommended that a comprehensive analysis and comparison of fund raising, personnel, program productivity, and other elements be undertaken through the use of the PDS Fund Raising Module.

The administrative staffing question raised by the business manager (i.e., whether the financial aid office was over-staffed), is answered by the information included in Table 5. It appears that the cost of processing aid (cost per student applying) and awarding aid (cost per student awarded) was comfortably below the mean for other small colleges. A recommendation was made to consider the use of the PDS modules on instructional program analysis, library costs and services, and personnel and compensation to more thoroughly examine the question of the college's expenditures.

In summary, the analysis showed that Exemplar College's student financial aid program was generally suited to the needs of its students and the institution. In addition, the analysis raised to a level of awareness a number of recommendations and observations that would assist the administration in fulfilling the mandate of the board of trustees.

One additional development that resulted from this study was that the president and his staff recognized the need to design and implement a comprehensive long-range planning process. The interdependence of the college's many departments and functions required campus-wide participation in analysis, planning, and budgeting if the college was to perform as an effective and economic whole. The decision was made to solicit advice from the CASC/PDS office on the selection or design of a planning model suited to the college's situation and needs.

The foregoing illustration, while admittedly simplistic, serves to indicate the value of a comprehensive, comparative overview of student financial aid data. The model proposed by the PDS Financial Aid Module provides a mechanism for addressing some of the critical issues facing the small college financial aid program. It can also be used to study various other concerns, perhaps in a different sequence.

C. Summary of General Principles and Issues

Through the use of this Module, it is possible to address issues other than strictly financial aid that are important to both the college and the financial aid office. In conjunction with other PDS modules, the following questions might be addressed:

1. What is the relationship between student financial aid and retention?
2. What is the impact of financial aid on new student admissions?
3. What are the organizational relationships of financial aid officers to other members of the college administration? Is there any correlation between certain relationships and a "successful" aid program?
4. What are the channels through which communications and information flow, and what *should* they be?
5. What staffing levels are needed to process a particular volume of aid applicants?
6. What does it cost to administer the various types of aid programs (A time log in combination with the Module might be needed to address this question.)?

Continued use of this Module over a period of years would also allow the participating college to answer such questions as:

1. Is there an increasing dependence on the federal and state governments to fund the aid program? If so, what are the implications of this trend?
2. Is there an increasing dependence on institutionally-funded aid to meet the assessed need of the student body?

The above questions need considerable study and research. As the national data base for this Module continues to grow, information on these and other issues are being analyzed.

***D. Summary of Principles Implicit in the
Exemplar College Case Study***

Frequently, *how* something is done is as important as, or *more* important than, what is done and the conclusions that are reached. The principles behind the procedures or process for using this Module, as described in the case study, are as follows:

1. It is important to note that the financial aid officer was involved in selecting the PDS as a tool to analyze the program.
2. Even the process of collecting the data in a new format is intended, in and of itself, to be instructional.
3. From numbers 1 and 2 above, understanding and "ownership" of the data can result, instead of the resistance that might result if studies were done "on" or "about" the program by someone outside the financial aid office.
4. The analysis and interpretation of the data should primarily be the responsibility of the financial aid office but should involve as many interested parties as possible to stimulate understanding of inter-departmental implications of the data.
5. Interpretation of data should not rest on one statistic or report. It is necessary to look for patterns, corroborating evidence, and other indications of a pattern. The reports are designed intentionally to provide information from several angles to improve depth and breadth of perspective.
6. Non-statistical evidence may shed light on the issues under study. This may be in the form of student opinions, other departments' questions or suggestions, or organizational analysis.
7. It will be helpful to supplement reports from the PDS with data that deal with the specific nuances and needs of a particular college. Sometimes this requires additional data collection, but it frequently requires only the analysis and perhaps categorization of the data in a slightly different manner.
8. Issues will be raised that impinge on other departmental operations and campus-wide questions. It may not be possible to deal with all of these at once, but priorities for further study can be established, and the building blocks of a comprehensive management information system can be put into place in an orderly manner.

9. The college should move toward establishing a broad information base of departmental and inter-departmental data; it should also give careful attention to the procedures for data use. Also important is the development of a continuing process of analysis and planning that is integrated into the college's immediate and long-range budget cycle.

In conclusion, it must be stressed that student financial aid can no longer remain on the fringes of budgeting and long-range planning. The overall impact of an effective and efficient financial aid operation will have a significant influence on admissions, retention, and total college planning and budget projections. The financial aid officer must become increasingly aware of the relationships that exist and then be personally involved in institutional analysis, planning, and administration.

APPENDICES

APPENDIX A DEVELOPING AND TESTING THE MODULE

A. CASC Planning and Management Data

The Council for the Advancement of Small Colleges (CASC) was organized to bring about cooperative solutions to the problems that are distinctive to small colleges. In recent years, the focus of CASC programs has been on improved management, as well as more efficient and effective programs and services for faculty and students. Projects have focused on faculty development, student development, administrative team development, training of fund-raising personnel, workshops for academic deans, competency-based curriculum workshops, and student recruitment and retention programs.

Another of CASC's major emphases since the mid-sixties has been the design and use of new management and planning data, tools, and methods. Initial projects and workshops featured such methods as 10-year fiscal projections,¹ cost analyses of academic programs,² and planning processes.³

In 1972 the CASC Institutional Research and Planning Project (IRPP) was funded by the U.S. Department of Health, Education and Welfare, Office of Education, Bureau of College Support (Title III) to implement and evaluate various data and planning methods on the campuses of 15 colleges. Some general conclusions of the IRPP were:

1. Institutional research, classically defined, is probably not the most effective way for a small college to produce management data;
2. Existing management information system (MIS) models for industry and post-secondary education are generally not suitable for liberal arts colleges; and
3. In order for data to be effective (i.e., used for program and policy analysis and change), a great deal of attention must be given to management procedures and implementation. And, for greatest impact, a college-wide, data-rich, planning and budgeting process must be developed.

¹ Sidney G. Tickton, *Needed: A Ten Year College Budget* (Washington, D. C.: Fund for the Advancement of Education, 1961).

² L. Richard Meeth, *Quality Education for Less Money* (San Francisco: Jossey-Bass, Publishers, 1974).

³ NACUBO, *A College Planning Cycle: People - Resources - Process: A Practical Guide* (Washington, D. C.: NACUBO, 1975).

The CASC Research and Management Project (RMP) was funded by the Carnegie Corporation of New York in 1975 to design a data and planning system for small, independent colleges to fill the needs identified in IRPP. When the basic research and development were completed, Carnegie provided CASC additional funds to disseminate the system and to assist colleges throughout the nation in its implementation. One of the 11 modules of the system focuses on the student financial aid program.

B. Student Financial Aid Module

During the prior IRPP, 15 participating colleges decided to develop unit cost and productivity information in several areas of student development and student services. This sharing of comparative information became known as the Student Development Cost Analysis Project. One of the areas analyzed was the financial aid office and program. The following people were members of the design committee: Sister Firmin Escher (College of St. Benedict), Willis M. Hubbard (Eureka College), Sister Mary Lauriana (Madonna College), John M. Newby (Spring Arbor College), Fred K. Robinson (McKendree College), and Sister Mary Francilene (Madonna College).

The information provided by the original 15 colleges, and by the 40 additional colleges that eventually asked to be included in the project, was reported back to the participants in a comparative format. Participants concluded that the information gave valuable insights for management and planning and that the analysis of financial aid should be expanded and refined. They determined that "unfunded" financial aid could be accurately defined in comparable terms (for across-college comparisons) and that significant differences in policies and practices were apparent among colleges. It was also evident that most administrators were not aware of these differences and did not feel confident about their current policies. Thus, new management data and procedures were needed in this area.

When the CASC Research and Management Project (RMP) was begun in the summer of 1975, the Student Financial Aid Task Force was established and members (named in the Acknowledgments of this *Manual*) were selected on the basis of experience and expertise. The task force proceeded to evaluate the need for new tools and techniques to manage small college financial aid programs; it also analyzed the relationship of financial aid program management to total college management and planning. Thereafter, the task force reviewed the literature and held interviews with college, state, and national-level experts and practitioners in order to identify critical issues.

Once these steps were completed, the task force developed new tools for financial aid planning and management that focused on the collection of traditional financial aid statistics and provided comparative small college information. Pre-testing indicated that these objectives could be accomplished, but the task force felt this type of raw information might not provide the insights and leverage necessary to manage and change current practice.

Their second effort was to take a "process" approach to the problem. The assumption was that if a number of people in a specified sequence had the opportunity to share in financial aid policy decisions from the perspective of their positions (business manager, academic

dean, dean of students, etc.), the resulting financial aid program would be far more effective. A sequence and rationale for the process was written and critiqued but the task force still felt this approach was not adequate.

They decided to start over again by attempting to clarify and refine the basic management and planning issues central to both the financial aid program and its relationship to college planning and budgeting. Statements on important issues were prepared, critiqued, rewritten, circulated, and rewritten again. They are now stated in the form of objectives and assumptions (see Part I of this *Manual*).

The next step was the identification and definition of necessary data elements, the design of formulas for computation, and the design of data collection instruments and report formats. The new materials were pre-tested at the colleges of task force members. Initial reports were developed; refinements were made in the formulas; and the instrument, definitions, and report format were completed.

A 15-college field-test was conducted, using colleges representing a general cross section of size, type, and geographical location. The field test results were generally positive, but further modifications were made in the data collection instrument and definitions. The report format was designed to make the data clearer and more useful to administrators. Five additional campuses were used to conduct another field test to validate the final minor changes, and a system was developed to collect data from additional institutions and to provide comparative management information reports.

C. Conclusions

The Student Financial Aid Task Force believes the instrument and data reports can be of considerable value to the operations of small colleges. However, it should be understood that the task force did not attempt to produce an exhaustive student financial aid module; many areas of research and analysis remain for further study. The issues addressed by the design of the Student Financial Aid Module are simply the most important for small colleges. While other statistical manipulations could have been used to analyze and present data, the "means" and percentages seem to provide the most understandable and utilitarian tools for most users.

The Student Financial Aid Module can be used as an independent analytical and planning device, but the tool can be most effectively used when complemented by other modules of the CASC Planning and Data System.

No doubt, the data collection instruments and definitions, as well as other components of the Module, will be refined through the thoughtful critique of researchers and participating college personnel. Evaluations and suggestions are welcomed.

APPENDIX B

RESOURCES FOR INFORMATION ON FINANCIAL AID ADMINISTRATION

A. Introduction

There is a large body of literature available on the analysis, administration, and operations of student financial aid. The purpose of this Appendix is to provide a limited bibliography that might be helpful to college administrators interested in financial aid. No attempt has been made to be exhaustive in this presentation. Only those sources that appear to be most significant are included.

B. College Board Publications

The following items may be obtained from: College Board Publication Orders, Box 2815, Princeton, New Jersey 08540

A Design for a Model College Financial Aid Office. William D. Van Dusen and John J. O'Hearne. Revised 1973 by William D. Van Dusen. 2006804, 1973, 61 pages, \$2.

This revision of a popular report originally published in 1968 reflects the wide-reaching changes that have occurred in the administration of financial aid and the concerns of financial aid administrators. According to Van Dusen, who prepared this revision, problems that seemed almost insurmountable in 1968 are now dealt with routinely, but other issues, more complex and more important, have arisen. New statistical data have been included wherever available and the list of references has been revised and expanded.

Because of the increasing importance of financial aid, this book will be of interest not only to financial aid officers. It will provide presidents, deans of admissions, and other administrators on and off campus with a concise and timely overview of the field.

Making it Count. 241501X, 1977, 85 pages, \$5.75.

Making It Count is the report of an 18-month research project whose concern was evaluating and improving existing financial aid information systems.

Part I reports the findings of the project — that finances are a major factor in determining a student's access to, choice among, and retention in postsecondary education; that there is a major lack of accurate information about costs and aid on the parts of both prospective and present college students; and that many of the communication processes of institutions are unclear, obtuse, and insufficient.

Part II describes the participating institutions, and includes accounts of their experiences during the project. The book provides examples of materials developed by the institutions for distribution to present and prospective students. A final section gives cost and policy statements for eight of the participating institutions, along with the committee's recommendations for the mounting of a multi-media information campaign.

CSS Need Analysis. Theory and Computation Procedures for the 1977-78 PCS [Parents' Confidential Statement] and FAF [Financial Aid Form] including Sample Cases and Tables. 235991X, 1976, 120 pages, \$3.

This publication provides an up-to-date, detailed description of the CSS need analysis system — its basic rationale, economic principles, and computational procedures. Financial aid administrators and other professional personnel involved in the equitable distribution of financial aid can refer to this manual for an explanation of how parents' and student's expected contributions are derived.

Student Expenses at Postsecondary Institutions, 1977-78. Elizabeth W. Suchar, Stephen Ivens, and Edmund C. Jacobson. 2179431, 1977, 83 pages, \$4.

The 1977-78 edition of this annual publication contains information about average costs at more than 2,750 two- and four-year public, private, and proprietary postsecondary institutions. There are 18 tables showing average expenses for resident students (both those living in dormitories and those living off campus), commuting students, and self-supporting students. The total costs included are made up of the five basic components of a student budget: tuition and fees, room and board, books and supplies, personal expenses, and transportation. In addition, there is information showing how postsecondary institutional expenses vary by region, and the percentage of increase in average costs since last year.

Student Loans. Problems and Policy Alternatives. Lois D. Rice, editor. 2835118, 1977, 180 pages, \$6.

A study of the current problems and concerns faced by the Carter Administration and the Congress with respect to federal student loans. In individually authored chapters, knowledgeable individuals in the field discuss the issues of student default, abuse, availability of capital, student access to loans, and possible new roles for states, institutions, and the federal government. The volume also includes an historical perspective on the problems in current loan programs for graduate students.

New Approaches to Student Financial Aid. Report of the Panel on Student Financial Need Analysis. Allan M. Cartter, Chairman. 2835177, 1971, 141 pages, \$3.

This volume contains the report of a distinguished committee, which included representatives of the financial aid community, economists, and others, appointed to review the CSS system of determining financial need. Some of the topics dealt with include an overview of higher education and financial aid problems from 1955 to 1985, a description of college admissions and financial aid policies as revealed by institutional practices, concerns of users and problems of special student populations, the measurement of parental ability to pay, and the packaging of financial aid.

Verifying Parents' Financial Aid Information. Robert K. Hage. 2957566, 1977, 40 pages, \$3.

This publication focuses on the use of federal income tax returns in verifying information provided by parents in support of financial aid applications for their children. The emphasis is on verification, by means of Internal Revenue Service Form 1040, of data submitted on the Parents' Confidential Statement (PCS) of the College Scholarship Service. The basic procedures described are applicable to verifying other source documents as well, such as the Financial Aid Form (FAF), and to using IRS Form 1040A for the comparisons. An appendix provides information that is particularly helpful for those using forms other than the PCS and the IRS Form 1040.

Report of the Committee on Student Economics. 2177897, 1972, 17 pages, \$1.

The Committee on Student Economics held three meetings in 1971 that resulted in a number of recommendations for meeting the escalating costs of higher education and the respective roles that parents, students, and local, state, and federal authorities must be expected to assume. This report outlines the basic assumption and recommendations of the committee and discusses the implications of its findings.

C. Selected Bibliography

The National Association of College and University Business Officers (NACUBO) kindly provided the following Student Aid bibliography from their CUBA manual. Further information may be obtained from: NACUBO, One Dupont Circle, Suite 510, Washington, D. C. 20036.

Publications

American College Testing Program. *Handbook for Financial Aid Administrators.* Iowa City: American College Testing, 1973.

Bugenhagen, Denise et al. *Title IX Self-Assessment Guide for Financial Aid Officers.* Syracuse, N. Y.: Financial Aid Office, Syracuse University, March 1976.

Bushaw, William. *Survey of the Profession.* Washington, D. C.: National Association of Student Financial Aid Administrators, 1976.

Carlson, Daryl E. *A Flow of Funds Model for Assessing the Impact of Alternative Student Aid Programs.* Washington, D. C.: U. S. Government Printing Office, 1975.

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College Entrance Examination Board. *CSS Need Analysis: Theory and Computation Procedures for the 1976-77 PCS and SFS*. New York: The Board, 1976.

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Froomkin, Joseph. *Trends in the Sources of Student Support for Postsecondary Education*. Iowa City: American College Testing, 1976.

Hershberger, Ann, et al. *The Development of the Data Base for "Student Aid: Descriptions and Options."* Washington, D. C.: U. S. Government Printing Office, 1975.

Lee, John, et al. *Student Aid: Description and Options*. Washington, D. C.: U. S. Government Printing Office, 1975.

National Association of College and University Business Officers. *Student Loan Collection Procedures for Colleges and Universities*. Washington, D.C.: The Association, 1977.

_____. *Administrative Cost Survey (Cost of Administering Federal Student Assistance Dollars on Campus)*. Washington, D.C.: The Association, 1976.

National Association of Student Financial Aid Administrators and American Association of Community and Junior Colleges. *A Guide to Operating an Off-Campus College Work Study Program*. Washington, D. C.: The Association, 1975.

National Association of Student Financial Aid Administrators. *Institutional Guide for Financial Aid Self-Evaluation*. Washington, D. C.: NASFAA, 1977.

U. S. Office of Education. *1977-78 Basic Educational Opportunity Grant Handbook*. Washington, D. C.: Department of Health, Education and Welfare, 1976.

_____. *Compendium of Regulations for All Programs Administered by the Bureau of Postsecondary Education*. Washington, D.C., Department of Health, Education and Welfare, 1976.

_____. *Student Financial Aid 1977-78 Handbook*. Washington, D.C. Department of Health, Education and Welfare, 1977.

Periodical

The Journal of Student Financial Aid

NACUBO Professional Papers

"Student Financial Aid: True Costs!" William T. Haywood (July 1976).

D. Other Sources

Other materials for additional reading and research on the various topics of student financial aid may be secured from:

1. ERIC Clearinghouse on Higher Education
Suite 630
One Dupont Circle
Washington, DC 20036
2. National Association of Student Financial Aid Administrators
Suite 228
910 17th Street, N.W.
Washington, DC 20006

APPENDIX C

GLOSSARY OF TERMS

The following terms and acronyms are commonly used in the Student Financial Aid Module:

ACE	The American Council on Education; an organization of private and public colleges, community colleges, and universities. Located at One Dupont Circle, Washington, DC 20036.
BOGS	Basic Opportunity Grants, made available through the federal government for student financial assistance.
CASC	Council for the Advancement of Small Colleges; an association designed to assist private colleges under 2500 students in size with various administration and accreditation activities. Located at One Dupont Circle, Washington, DC 20036.
CEEB	College Entrance Examination Board, Box 2815, Princeton, N.J. 08540.
ERIC	Educational Resources Information Center; a central clearing house for information on education. Located at Suite 630, One Dupont Circle, Washington, DC 20036.
FTE	Full Time Equivalent; <i>Financial</i> FTE is determined by dividing the total tuition revenues of an institution by the tuition cost for a full time student. <i>Academic</i> FTE represents the figure determined by dividing the total number of student course hours generated by the average load for a full time student.
Funded Aid	Those various forms and sources of student financial aid that are not funded by the institution but by state and federal agencies, gifts to the college, and endowment sources.
HEGIS	Higher Education General Information System report and guidelines.
HEW	The federal government Department of Health, Education and Welfare.

MEAN	The arithmetic average of a set of numbers.
MIS	A Management Information System designed to interface data from various departments within the college structure to assist in making management decisions.
NACUBO	The National Association of College and University Business Officers. Located at One Dupont Circle, Washington, DC 20036.
NAICU	The National Association of Independent Colleges and Universities; an organization designed to assist private colleges and universities with various management and legislative problems. Located at Suite 503, 1717 Massachusetts Ave. N.W., Washington, DC 20036.
NASFAA	The National Association of Student Financial Aid Administrators; a professional organization for financial aid officers for colleges and universities. Located at Suite 228, 910 17th St., N.W., Washington, DC 20036.
NCHEMS	The National Center for Higher Education Management Systems. Located in Boulder, Colorado. An organization which assists with the development of management and evaluation tools primarily for university administration.
Unfunded Aid	In this particular <i>Manual</i> , <i>unfunded aid</i> refers to those various student aids which are funded out of institutionally-owned resources.

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A comprehensive glossary is provided in *Institutional Guide for Financial Aid Self-Evaluation*, National Association of Student Financial Aid Administrators (Washington, DC: NASFAA, 1977).

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